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The third chapter of the monograph describes the plan of individual instruction which Dr. Sutherland is introducing into the Los Angeles schools. The features of this plan include a careful standardizing of curriculum material, with supplementary test exercises; the use of adjustment rooms in which the child works individually, making his own daily program; and a varying rate of speed by which the child is able to make progress according to his capacity.

In chapter iv, the problem of relating mental and educational tests is discussed by Dr. Franzen. He reproduces evidence obtained from his Garden City experiment which tends to prove that the school is particularly wasteful of the talent of the brightest pupils.

The fifth chapter of the book describes the use of intelligence tests in the schools of Miami, Arizona, illustrating how a small city may reorganize its work in a less elaborate but effective manner.

The final chapter, written by Dr. Grace Fernald, points out possible applications of mental test results in dealing with cases of special deficiencies in reading and spelling.

The experiments which are described deal with some very significant educational problems. It seems clear that at the present time the interest of the schools is centered primarily around the problem of classification of pupils into more homogeneous groups. While this is a very important step of procedure, it alone does not solve the problem of fitting the school to the capacity of the child. Children are educated through the *responses* which they make to the stimuli of the school. If intelligence tests show genuine differences in mental capacity, the school must meet these differences by a genuine modification of its work. An equally desirable *response* cannot be secured from both bright and dull pupils by the same stimulation. Clearly, the problem leads directly toward a modification in some form of both curricula and methods. A genuine difference in capacity can hardly be met by a simple quantitative variation of work through a flexible time program; rather, it demands a qualitative modification. The monograph indicates that this problem is clearly recognized by Dr. Dickson in his Oakland and Berkeley plans. It seems altogether probable that the outcome of his attempt to modify the curriculum will be far more significant than his schemes of reorganization taken alone.

If reorganization on the basis of mental capacity is not followed by a genuine modification of curriculum, of methods, and of standards of work, there is little reason to believe that it will represent more than a hollow formula; if, on the other hand, it is followed by a genuine modification of these elements, it undoubtedly represents one of the most significant tendencies in the field of education.

G. T. BUSWELL

The control of school funds.—Rapidly increasing costs in regard to practically all activities in which the schools are engaged suggest that attention be given

not only to all possible economies in administering the schools but also to the proper supervision and safeguarding of the funds collected for school purposes. The effective direction of the educational activities of a school system is so directly dependent on the judicious management of its business aspects that financial problems often become the matter of principal concern to school authorities. In many cases difficulties arise from the fact that the officials charged with the responsibility of maintaining the schools on an accepted standard of achievement are handicapped by restrictions imposed by those in charge of the schools' funds. A recent volume¹ outlines some of the problems involved in the control of school funds and undertakes to show the relation of such control to the results secured.

The data that form the basis of the analysis of the problem as presented were assembled in part by questionnaires in connection with the extensive study of the Committee for Chamber of Commerce Co-operation with the Public Schools. The author classifies 169 cities on the basis of the type of control of school funds that is legally provided for. Thus there are found nine different classes of school boards, the amount of control over school funds varying from full authority vested in elected school boards to limited control by appointive boards. It is assumed that the board which is appointed by the mayor or some other official is by virtue of such appointment less free from restrictions or influences that affect the financial affairs of the board.

As a measure of the achievement of the school systems under consideration, the author has constructed an index number involving the following six factors:

1. The per cent of sixteen- and seventeen-year-old children in school.
2. The per cent of elementary-school classes having fewer than forty children enrolled.
3. The per cent of children who have 60 sq. ft. or more of playground space.
4. The per cent of teachers who have six or more years training above the eighth grade.
5. The per cent of children enrolled who attend school all day, and in adequate buildings owned by the city.
6. The per cent of the increased cost of living from 1913-14 to 1919-20 that was met by increased salaries for elementary women teachers [p. 68].

Asserting that a real index number of school efficiency should "take into account only the products of education," the author lists the foregoing factors as components of the index number he believes "gives credit to all important educational factors for which reliable data are available." It is perhaps true that these factors will prove suggestive as bases of comparisons between city systems, but it is hardly to be assumed that they constitute a certain basis of measurement of the degree of efficiency of a variety of such systems. Thus measured, the score of a given city is manifestly dependent as much on the presence of private secondary schools, the rate of increase in population, and

¹ G. W. FRASIER, *The Control of City School Finances*. Milwaukee, Wisconsin: Bruce Publishing Co., 1922. Pp. 132.

the salary schedule in force in 1914 as on wholesome supervision, skilful teaching, and adequate material facilities.

The relation of school efficiency to the plan under which the board of education conducts the financial affairs of the school system is determined, the author concluding that the higher scores of the cities in which the board is independent of other authority in its control of the school funds are the result of such independence. The correlation shown indicates that the independent group of cities tend to rank higher when measured by this index number. But if the comparison is made for the same group of 169 cities on the basis of the manner of selection of the school board, the same result is obtained. Assuming that the city systems are really ranked in the order of efficiency by the method employed, it is not certain that the relationship shown is causal.

The volume contains a mass of interesting facts with reference to school organization within city systems. The author has made a careful analysis and classification of these facts and has suggested some interesting methods of attacking certain perplexing problems of school administration. The book will be read with special interest by city superintendents.

N. B. HENRY

The solution of the rural problem on the basis of psychology.—Among the more or less numerous attempts to analyze the rural problem and to suggest possibilities of its solution, a recent book¹ by Professor Groves stands out as a particularly keen exposition of the fact that the solution of the rural problem depends on a clear perception of the fundamental causes involved. The rural problem is a human problem far more than an economic problem. In fact, such economic factors as complicate the situation are very largely outgrowths of the rural mental attitudes. These facts Professor Groves has clearly perceived. Moreover, he forcefully presents the fact that the rural problem is not a separate problem at all but merely one phase of a social problem affecting urban as well as rural welfare. As he points out in his discussion of the drift to the city, the problem is "that of keeping city and country people at a high stage of culture and in a complementary occupational relationship" (p. 41). A significant statement illustrating the fundamental thesis just mentioned is found at the end of the chapter on the herd instinct in the country. "If living in the country comes to mean merely thinking in neighborhood terms, we can populate the country districts only by creating a dull American peasant class" (p. 65).

In successive chapters the instincts of gregariousness, self-assertion, parent-hood and sex, fear, pugnacity, curiosity, workmanship, acquisition, and play are rather thoroughly analyzed and applied to the rural situation as affecting rural mental attitudes and, through these attitudes, the general social welfare.

¹ ERNEST R. GROVES, *The Rural Mind and Social Welfare*. Chicago: University of Chicago Press, 1922. Pp. xiv+205. \$2.00.